

PATHWAYS

Vol. 1

February 1979

No. 1

As the name suggests, we are exploring in small but significant ways to contribute to educational renewal. We believe that there are many teachers who are highly competent and creative, and, given opportunities and encouragement, are able to make a substantial contribution to improve education. Several innovative experiments and programmes are going on in a number of schools.

PATHWAYS will serve as an organ to bring these programmes to the attention of other teachers to provide inspiration to them, thus helping them to launch into similar ventures. Since outreach is a basic objective of EPG, we would like to see PATHWAYS reach as large a number of teachers as possible.

Thomas V. Kunnunkal, S.J.
Convenor, Educational Planning Group

Dear Friends

While all of us do unanimously agree that the colleges of education do provide worth while education, most of us would have liked more teaching practice and less educational theory. This emphasis on theory is not necessarily incorrect. All the rest of their working lives teachers spend trying out their craft and only in their training years are they likely to study in any detail the theory behind their practice.

'PATHWAYS'—a newsletter for teachers in practice, intends to bring in a happy combination between theory and practice, with emphasis on innovations in the field of education.

The articles in this issue give the experiences of teachers and educationists, most often in the field of Environmental Studies. The "Topic Bank" included suggests topics for creative writing, for most of us suddenly go blank when we have to give the children something to write. 'The Book Reviews' draw your attention to some good books in the field of education and I'm sure you will find the time for them. Children too have expressed their views. "PATHWAYS" has begun the journey towards progress and this first issue goes out on an optimistic note. We hope teachers will write to us and share their experiences inside and outside the class room. Suggestions for improving "PATHWAYS" are also welcome, for remember it can only grow as you grow.

Mrs. M. Balachandran

Adjectives Describe.....

I teach English to Std. V students. I am doing grammar in an informal way.

In May last, I attended the workshop on E.V.S. I found this method quite thrilling and was much inspired to implement the same in the teaching of language. So I decided to do adjectives through E.V.S. Here is an account of how I conducted the lesson.

I divided my children into four groups and sent them in four different directions in our School compound. I instructed each group to take a pen and a note book and list all the objects that they could see around. While they did this work, I went around and helped them with words. After the lists were completed, I asked them to describe each object that they had listed after observing them carefully.

When this job was complete, we all returned to our class rooms. Here I asked the group leaders to read out their lists of objects and the words that described them. At this stage, the definition of an Adjective was brought home to them i.e. "a word that describes a noun is known as an adjective, in the Parts of Speech". A chart of objects with their descriptive words was put up in the class.

Later they were asked to use the same descriptive words in a composition which was given a start.

Nirmal Puri
Sprindales School
Kirti Nagar Unit

Adjectives We Explored

- | | |
|---------------|---|
| 1. blackboard | black, wooden, big, small, rectangular hanging. |
| 2. bench | Four-legged, blue, shaky, long, low. |
| 3. Bell | Brass, round, old, hanging. |
| 4. cycle | Old, black, broken. |
| 5. children | Noisy, smart, naughty, talkative. |

- | | |
|--------------|--|
| 6. creeper | Long, green, fresh. |
| 7. curtain | Cotton, thin. |
| 8. dustbin | Wooden, old, open, blue, broken, dirty. |
| 9. grass | Green, coarse, long, short fresh, velvety, soft. |
| 10. pots | small, big, painted, cylindrical. |
| 11. stage | big, semi-circular, cemented. |
| 12. window | rectangular, grilled, glazed. |
| 13. walls | huge, grey, cracked, stoney, painted, plastered. |
| 14. trees | shady, leafy, tall, huge, flowery. |
| 15. branches | swaying, thin, thick, long, short. |
| 16. leaves | greenish, light, tender, narrow, wide, dry, fresh. |
| 17. flowers | fragrant, budding, delicate, scented, blooming. |
| 18. gate | silvery, designed, iron, wide, closed. |
| 19. tank | iron, cubic, huge, covered. |
| 20. tap | leaking, plastic. |
| 21. ground | dirty, bright, cemented, even, |
| 22. stones | sharp, smooth, brown, heavy, large. |
| 23. pipe | black, small, dirty. |
| 24. charts | colourful, attractive. |

COMPOSITION

As I came to school in the morning I entered through the silvery, well-designed, opened, short but wide, iron gate. My friends started calling me through the glazed, open, cleaned, grilled and pointed windows. I ran towards them but I was knocked down by the tall, brown thick, leafy, flowery tree. It was quite shady and pretty but one of my friends made me sit on the blue, low but long, light and shaky fourfoot-ed bench. He sat on the dirty and dusty chair which was under the filthy, white-painted sunshade. I started chatting with him about the blue, white, two-wheeled scooter which seemed to be quite new.

After sometime I thought of going to the classroom but as I was going to get up, I saw the old, ill clad gardener cutting the swaying, drooping, thick, bent branches. Some were very thin while some were absolutely dry. On the branches there were fresh-looking yellow and green, broad, long and tender, simple and compound leaves. There were a few colourful nice, fragrant, budding, attractive, delicate and soft flowers.

I started walking to my class because now my friends were calling me through the faded, blue, cotton curtains. As I was running my teacher called me to bring the letter from the wooden, broken, cubic letter-box. I ran and gave the letter to her. When I reached my class I met my group of laughing, jovial, lively children.

Aditya Mohan
Class V. G.
Springdales, Kirti Nagar

Mathematics at Khirkee Masjid

Environmental studies is an integrated approach to learning. Different subjects can be taught through this approach. We have been trying this for the last four years in our school and we have had very satisfactory results.

The NCERT held a seminar in collaboration with the EPG for Village Teachers from Hindi-speaking states in November. For four days I worked with these village teachers in Khirkee village. This village is named after a mosque whose name is Khirkee Masjid.

We never guessed how much we could be learning in Mathematics at Khirkee Masjid till we started

We discovered that both the length and breadth of the mosque in paces were :- 89 paces. Hence the masjid was a square. We calculated the area of the floor. For measuring the height we used a simple method of finding the unknown heights, which is as follows :

Take a square paper and fold it diagonally or take a set-square of 45° . Now keep the one end of the hypotenuse at your eye level so that the base is parallel to the ground and the top of the

building is sighted along the slope of the hypotenuse. Adjust your distance from the building as required.

The height of the building will be the sum of the distance between the building and the person and the person's height till the eye. The height was 60 ft. approximately.

Then we moved to the study of the pillars and the domes in the Masjid. What a lot of Mathematics was in it ! In total there were 432 pillars including those which were aligned to the wall. We classified them as.

No. of pillars—432	
Single	— 75
Double (in group of 2)	— 65
In groups of 4	— 23 sets
Aligned to the wall	— 135

The arrangement of the pillars was a fascinating study in itself. The pillars were arranged in rows. In the even numbered rows i.e 2,4,6,8 the arrangement was similar and the arrangement in the odd numbered rows i.e.1,3,5- was similar. We were learning the concept of odd and even numbers and also the concept of arithmetical progression with a common difference of two.

The domes on the roof of the mosque had an arrangement of their own.

Total no. of groups	— 7
No. of domes in each group	— 9
Total no. of domes	$= 9+9+9+9+9+9+9$ $= 7 \times 9 = 63$

i.e. we were learning multiplication. The groups were arranged in the form of a square and all the seven groups were symmetrical.

As teachers, we discovered that so many concepts in Geometry and Arithmetic could be learnt this way. This experience also set us thinking as to how many of us really look around for mathematics in the environment. Do we as teachers teach addition, multiplication .. only from the text book? Why do we not look around ?

There is a Mathematics lesson to be learnt all around you.

RAJBALA
Ramjas School R. K. Puram
Sector IV

The First Steps

When I first joined teaching my father's friends commented that I was quite intelligent for the profession. A stranger reading my hand advised me to get into a creative or a more artistic job !

The popular phrase— 'teacher - type' conjures up a sullen-faced, bespectacled spinster who croaks in a high voice and, like Voltaire, never smiles !

In 'B.Ed.' we learn beautiful theories on how to teach from imported books. But our lecturers have never come to our different schools to find out and see how their students are experimenting on those organized 'lesson plans'. People having nothing to do with teaching sit on Vikramaditya's seat and set rules for the schools.

I think that the 'education' going on in most of our schools is just superficial teaching. We start the 'E.V.S' programme in our classes and soon find that there is not much time with the hectic syllabus, not enough books for the children to refer to and no space for them to move around and work.

Instead of being a separate course E.V.S. can be an approach in our study of different subjects. We talk about 'environment' and rarely take the children out of the prison-walls for picnics, tours or visits.

We read about Tibet in class but do not take them to the neighbouring Tibetan 'dhaba' to watch their features, to have the taste of and to enjoy their food. We study about the publication of newspapers but cannot arrange for a visit to a publishing - house. We chant on Nature's beauty sitting within four walls. Isn't it paradoxical ?

The tragedy of the up-coming generation is that everything has been learnt from books, nothing is **experienced**. Thus, 'we touch and do not feel' ! Cannot the Singing teacher stop dividing them into 'singers' and 'non-singers' and let every child sing out and enjoy the music ?

Cannot we make the syllabus lighter and the time-table more flexible ? Cannot we stop terming children 'dumb', or 'stupid' and giving them complexes lasting through life ?

Cannot we have happier children — more carefree and less bored ? Cannot teachers cast off their 'personas' and be one with the children? Cannot there be a more normal, a more natural relationship between them ?

Unless we take these first steps its ridiculous to talk of 'education' at all !

Miss Poonam Vohra
Presentation Convent Delhi

AS WE SEE IT

Class I "If I were Principal I would have EVS the whole day"

..... "I like EVS because I do a lot of cutting, drawing, sticking collecting leaves, flowers old things"

Class II "I like EVS because I collect pictures of different things, sticking them, and writing their names".

"I like to see the charts I made, put up in the class"

"lot of experiments"

Class III "I learn about my surroundings"

"I enjoy working and sharing in a group"

"I do new things"

Class IV "We are independent and free to use our own ideas"

"We work in a group and teacher only supervises us"

Class V "Many subjects are combined in EVS and in an interesting manner e.g. Maths"

"I learn by using my talents"

A few Negative points.

Class IV & V "I find it boring when the leader in the group does everything"

"When the subject is too easy"

"too much noise and excitement..."

"I can't concentrate"

The Children of Mater Dei
Convent School,
New Delhi.

LOOKING FOR SUBSTITUTES

"Ma'am, our supply of chart paper is finished. How can I carry on in my EVS Classes?"

"We've run out of felt pens. The children use them up so fast in making charts, especially in filling in the bold letters of the headings."

"We have no poster colours. How can we run an Art Class?"

HERE IS WHAT AN ENTERPRISING GROUP OF TEACHERS DID :

Newspaper was used instead of chart paper. Material written by students on ordinary ruled paper can be mounted on a background of newspaper and outlined in colours to make it stand out.

Newspaper also makes quite a satisfactory base for large size paintings and collages.

Brushes can be improvised by wrapping cotton wool around sticks. This will suffice for most work, unless minute details are being painted in.

Felt pens are not essential. Crayons are satisfactory in some cases. Also experiment with the following cheaper colours mixed in gum.

Yellow ochre (pilli mitti-used in painting walls) - mustard.

Indigo -bright blue.

Red Oxide (geru-used on flower pots)-dark maroon.

Lime - (be careful to let it soak overnight in water, dry it and use; avoid touching with hands till the heat has been given off).

White Chalk powder - also used by painters - safer for use with children.

Powdered charcoal - black.

Turmeric (haldi)-orange yellow.

Try combinations of these colours :

Turmeric + lime=red.

Turmeric + indigo=green.

Colours used for playing HOLI (if they do not contain mica) could increase the range.

When materials like gum are purchased large bottles prove cheaper in the long run. Gum can also be made from atta/maida. For collages using leaves, twigs, grass and other local material this is quite satisfactory.

Finally if you must use paints-try powder paints-available in many colours, in sizes from 275 ml. (Rs. 7.60 each) to 1000 ml. (Rs. 22.15 each), and even in an extra large 14 litre size (Rs. 326.35) from CAMLIN.

(PATHWAYS would be happy to hear from you about your experiments in looking for substitutes for expensive items and in improvisation).

X X X

PATHWAYS

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1979 INTERNATIONAL YEAR OF THE CHILD

A Plan of Action for School Children

Objectives of IYC

"enhancing awareness of the special needs of children".....

"Programmes of.... sustained activities for the benefit of children...." (UN IYC declaration, 1979)

"The general Theme of IYC in India shall be '*Reaching the Deprived Child*' National Plan of Action, GOI)

Plan of Action

Programme title : CHILD TO CHILD TOUCH PROGRAMME

Scope : Every child in the school will be encouraged to undertake a survey and identify a child in one's own neighbourhood whom he/she would like to "touch". The umbrella for the programme could be, besides IYC, Socially Useful Productive Work, Community Service or Social Service, Moral Education etc. The touch should last long enough and be significant enough to make some qualitative difference in the other child's life. Obviously, the sponsor child will also experience changes in his/her own life and out-look. Hence a period of six to eight months to be provided as programme period.

Children from Classes IV/V upward could directly undertake the programme. Younger children may work in collaboration with mother/father or another adult in the family.

Areas of Touch

1. Health and Hygiene - medicines to treat in illness, supplementary diet or special food to improve health; supplement to inadequate clothing; improve sanitary conditions in the home etc.

- 2 Education - helping a drop-out to learn enough for re-entry and help re-entry; help to improve school performance, through study facility or study assistance, to prevent drop outs; provide literacy for the illiterate; skill education made possible (through finance and contact) to get gainful employment for older children; provide for continuing education through reading materials, magazines etc.
- 3 Recreation - allow participation in games and other recreational activities; film show, outing etc. to bring joy to the many joyless.

Evaluation and Recognition

A simple questionnaire and check system to assess that the programme was seriously gone through, involving actively the sponsor's parents in the process of evaluation as well as in the whole programme.

A special certificate given to participating students who have cleared minimum degree of effectiveness.

Conclusion

A fitting conclusion would be a common celebration, bringing together the sponsor children and the ones they have touched, celebrating the oneness of the human family and of the children of India, stressing integration and common bonds. Either one school does for itself or several schools of an area join together for a joint celebration - a children's rally.

Thomas V. Kunnunkal, S.J.

(Share your ideas for IYC projects with us Ed.)

x x x

A TOPIC WEB

First of all in environmental Studies we must have a WEB made up of TOPICS and SUB-TOPICS. In our example this is the web.

FROM OUR CLASSROOM WINDOW

SOUNDS RAILWAY TRACKS TRAINS

This web was prepared by a teacher in a school in Bombay. The topic was FROM OUR CLASSROOM WINDOW and the sub-topics were sounds that came through the window, trains which passed by the window, the railway tracks some of which formed part of a marshalling yard, the birds that came to sit on or near the window and the vegetation that grew near the window.

The children who worked at this web were in the SECOND STANDARD (about 7 years old) and they did it from January 1975 to April 1975. In the course of their work they learnt Language, number, craft, music, movement, speaking, spelling, poetry, drama, reading, social awareness, factual writing, modelling, imaginative writing, and so on. No textbook would ever have given them such interesting activities!

They went about it in *three* steps: OBSERVING, EXPERIMENTING, and RECORDING. One of the subheadings dealt with along these lines is given below.

1. SOUNDS

First the children *observed*.

- the piercing whistle of the trains, the shunting sounds, the chug-chug of steam engines
- the difference between sounds made by the locals, the long distance and the goods trains as they passed by.
- the calls of the crow, the sparrow, the pigeon.

Then the children *experimented*

- They played "sound games"—with eyes closed they guessed different surfaces being tapped. e.g. the desk, the book, the window-pane.

VEGETATION BUILDINGS BIRDS

- they made sound effects—with their fingers, their feet, with two bits of wood, with rubber bands and any thing that could be blown, banged, strummed, tapped or shaken.

- they developed a percussion band with coconut shells, Gold Mohur pods, tins and drums.

Finally the children *recorded*.

- wrote sentences why they preferred the sound made by one bird to that made by another

- classified sounds of birds; chirping, cooing, cawing-twittering

- classified pleasant and unpleasant sounds.

- classified loud sounds : deafening, din, drumming, clanging, rattling,

- listed words that tell the sounds that people make: giggle, laugh, mutter, jeer, talk.....

- listed rhyming sounds: train (grain, crane, rain); crow (grow, show, snow.....)

- listed "consonant blend" sounds: train (tracks, traffic, trap

- wrote rhyming couplets and jingles on sound:
Here comes the train.

With bags of grain,

OR

Puff, puff, Choo.

We are off to the zoo

and so on and so forth !

Richard A Pereira S. J.
St Aloysius Higher Sec. School,
Jabalpur.

YOUR ATTENTION PLEASE

PATHWAYS will be issued four times a year - in February, April, August and November. Do write and tell us about your new ideas, innovations tried out in your classroom; share your problems and experience - Contributions should reach Mrs. M. Balachandran, Principal, Ramjas School, R. K. Puram Sector IV, New Delhi-110022.

Not later than the 20th of the preceding Month.

The Annual Subscription for PATHWAYS is Rs. 5/-. Please pay your subscriptions for 1979 to the contact teachers in your own schools to be passed on to us.

Outstation subscribers are requested to send Rs. 6/- by M.O. (to cover cost of postage as well) directly to The Educational Planning Group, 4, Raj Niwas Marg, Delhi-110054.

TOPIC BANK

We Want More Playgrounds

If it Rained All Day

If the Sun Did Not Rise

A School with No Bells

The Day I Found Alladin's lamp

When There was No Water

In a Class without Note books

A World with only One Colour

In a Crowded D.T.C. Bus

The Day Mummy Fell Ill.

("Pathways" world appreciate it if more topic headings are posted in).

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,
He learns to condemn.
If a child lives with hostility,
He learns to fight.
If a child lives with ridicule,
He learns to be shy.
If a child lives with shame,
He learns feel guilty.
If a child lives with tolerance,
He learns to be patient.
If a child lives with encouragement,
He learns confidence
If a child lives with praise,
He learns to appreciate.
If a child lives with fairness,
He learns justice.
If a child lives with security,
He learns to have faith.
If a child lives with approval,
He learns to like himself.
If a child lives with acceptance and friendship,
He learns to find love in the world.

BOOK REVIEWS

Holt John

How Children Learn - Pitman-1965 Rs. 9.80 P. and Pelican 1969

Available at -- 'Ideal Book Service'

This book brings out a very important point that is, left to themselves, young children are capable of grasping new ideas faster than most adults give them credit for. They have their own ways of understanding, of working things out, and in most cases this fresh, natural style of thinking is destroyed when the child goes to school and encounters formal methods of learning. John Holt advocates a fresh approach to the understanding of children—observation. It is probably one of the most eloquent books on education to be published in recent years.

Holt, John

How Children Fail - Pitman 1967 Rs. 6.00 p. and Pelican

Available at 'Ideal Book Service'

This book records a teacher's search for the beginnings of an answer to the question why children fail. John Holt analyses the strategies children use to meet or dodge the demands which the adult world makes on them, the effect of fear and failure on children, the distinction between real and apparent learning and the ways in which schools fail to meet the needs of children. His conclusions suggest ways of enriching the experiences of children at school and at home. It is a good book indeed.

E.V.S. - A Rewarding Experience

It all started after I returned from attending the E.V.S Seminar at Ramjas School last year. I was so impressed and enthusiastic that I

even though I had only four months of the year left

My topic was "My School" as I wanted to begin with the immediate environment. I

explained briefly to my class we would be doing work that required observation calculation, judgement and research. They were excited and from the start took their assignments very seriously.

What followed was very encouraging. There were discussions, visits, questions, recordings and in short lots and lots of activity. The students pressed for more and more work cards and even an interview with our Principal, Mrs. Kumar, did not make them nervous. (I was the one who was nervous!). The children had become so confident, that a questionnaire was prepared and the interview went very well. Mrs. Kumar very sportingly answered their questions and for further encouragement had the interview published in our school magazine. This not only thrilled us but led us to further heights,

Of course, looking back on my work of last year and comparing it to the progress of this year, I see differences but not difficulties. Last year I had a small number, only 28 students against 42 at present. I found my first group brighter and quicker which only goes to prove that small classes get special benefits. But I must say, this group of 42 are also doing well. I fully realise that if we have not moved as fast it is because of the number and not because of the method. We still enjoy the classes.

Our topic this year is "Water". The class is divided in seven groups of six students each. Each one in a group is given a responsibility which he/she takes very seriously. The children love working on their own and learn so much faster when they are seeing, thinking and doing.

My advice to my fellow teachers is to get "started". In the beginning progress will be slow. All new projects seem complicated but once you get into the swing of things there will be thrills galore. Thanks to E.V.S. my teaching

tant, enjoyable I

Miss Inderjit Sohi
Springdales School
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